

<b>Unit 8 Title</b>	Creative Journeys				
<b>Subject group and discipline</b>	Arts: Visual Arts	<b>MYP year</b>	3	<b>Unit duration (hrs)</b>	20

### Inquiry: Establishing the purpose of the unit

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Change	Expression Composition	Personal and cultural expression Exploration: Artistry, craft, creation and beauty

#### Statement of inquiry

Exploring change and distortion through creative journeys can lead to expressive compositions of beauty.

#### Inquiry questions

##### **Factual**

How does the rule of thirds and leading lines change a composition?  
What do I want to express about change and distortion in my work?

##### **Conceptual**

How can you creatively represent change and distortion in visual arts?  
How do thumbnails contribute to a creative journey?

##### **Debatable**

Why do artists explore change and distortion?  
To what extent have I grown as an artist in this project and the 3-year MYP?

#### Objectives

#### Summative assessment

<p><b>A. Investigating</b></p> <ol style="list-style-type: none"> <li>I. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry</li> <li>II. analyse an artwork or performance from the chosen movement or genre</li> </ol> <p><b>B. Developing</b></p> <ol style="list-style-type: none"> <li>I. practically explore ideas to inform development of a final artwork or performance</li> <li>II. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.</li> </ol> <p><b>C. Creating/Performing</b></p> <ol style="list-style-type: none"> <li>I. create or perform an artwork</li> </ol> <p><b>D. Evaluating</b></p> <ol style="list-style-type: none"> <li>I. appraise their own artwork or performance</li> <li>II. reflect on their development as an artist.</li> </ol>	<p><b>G</b>oal: The student will develop and produce an expressive composition on the theme of 'Change and Distortion'</p> <p><b>R</b>ole: The student is an independent artist.</p> <p><b>A</b>udience: The audience are general public visitors to the arts festival.</p> <p><b>S</b>ituation: IVC is putting on an arts festival that will be open to the public at the start of summer. The school has tasked local artists to produce work for the festival to showcase the creative talent and beauty in the local art community.</p> <p><b>P</b>urpose: The student needs to produce an expressive composition that attracts the viewer and communicates something of their own ideas about change and distortion.</p> <p><b>S</b>tandards and criteria (MYP Visual Arts Year 3):</p> <ol style="list-style-type: none"> <li>A. Investigating (i and ii)</li> <li>B. Developing (i and ii)</li> <li>C. Creating/Performing (i)</li> <li>D. Evaluating (i and ii)</li> </ol>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will explore the work of artists and photographers who use distortion and change to create expressive compositions. Following the creative process, they will then use what they have learned in these explorations to develop their own composition on the theme of change and distortion, building on their own conceptions of beauty.</p> <p>Summative assessment of this unit will be based on a portfolio of the students work from across the unit, demonstrating their engagement with the creative journey through the following core tasks.</p> <p><b>Assessment task 1:</b> 'Change and Distortion' mind map</p> <p><b>Assessment task 2:</b> Research assignment into an artist that embodies 'Change and Distortion'</p> <p><b>Assessment task 3:</b> An image analysis and artist copies of a work that embodies change and/or distortion.</p> <p><b>Assessment task 4:</b> Practical explorations, thumbnails and refinements in development of an outcome</p> <p><b>Assessment task 5:</b> A creative outcome on the theme of 'Change and Distortion'</p> <p><b>Assessment task 6:</b> Evaluation appraising their finished artwork and reflecting on their development as an artist across the Visual Arts MYP.</p>
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**Approaches to learning (ATL)**

Skill Category	Skill Cluster	Skill Indicator and Description
Communication	Communication	In order for students to complete an effective image analysis of an artist's work (Objective A.ii) They will need to use and interpret a range of discipline-specific terms and symbols Explicitly taught and practised skill strategy: Vocabulary increase to 15 subject-specific words, grouped in subheadings.
Self-Management	Affective	In order for students to complete a full creative journey and create an artwork (Objective C.i) They will need to demonstrate persistence and perseverance Explicitly taught and practised skill strategy: Creating and following plans for outcome production.
Thinking	Creative Thinking	In order for students to research and develop ideas based on the given theme and the artists explored. They will need to use brainstorming and visual diagrams to generate new ideas and inquiries Explicitly taught and practised skill strategy: Adding primary source imagery to developed mind map structures.